DOCUMENT RESUME

ED 091 391 SP 008 068

TITLE	Report on the Preparation and Certification of Teachers, Administrators, and Other School Personnel in Texas. Part I.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	31 Jan 72
NOTE	45p.; Prepared for the Texas State Commissioner of Education by the Committee to Study Standards for Teacher Certification in Texas and the Commission to Study Standards for the Preparation of School Administrators; For related document, see SP 008 069
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Board of Education Policy; Educational Policy; *Performance Based Teacher Education; *State Boards of Education; *State Standards; *Teacher Certification; Teacher Education

ABSTRACT

This report gives the position of the task force regarding teacher education and certification in Texas, recommendations of directions for the future, and proposed standards for institutional approval for both undergraduate and graduate levels of teacher education. The task force recommends that the state board of education: (a) issue a statement of intent and direction for establishing a cooperative structure for a competency-based program of certification; (b) begin phasing in new structures with flexibility, experimental approaches, and careful evaluation of results; (c) establish a 5-year transition period for the development of the new program; (d) establish a small yet highly representative Advisory Committee on Revision of Standards for Teacher Education and Certification; (e) petition the State legislature to pass legislation assigning matters of preparation and certification of school personnel to the State board of education; (f) approve the proposed "Organization and Procedures for Approval of Teacher Education Programs"; (g) approve the proposed "Standards for Institutional Approval for Undergraduate Level Teacher Education in Texas"; and (h) approve the proposed "Standards for Institutional Approval for Graduate Level Preparation of School Personnel in Texas." The proposed standards and procedures are presented as exhibits in the body of the report. (HMD)

ED 091391

Texas Education Agency

201 East Eleventh Street
Austin, Texas
78701

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

TO: Dr. J. W. Edgar
State Commissioner of Education

FROM: The Committee to Study Standards for Teacher Certification in Texas and The Commission to Study Standards for the Preparation of School Administrators

DATE: January 31, 1972

SUBJECT: Report on the Preparation and Certification of Teachers, Administrators, and Other School Personnel in Texas

Attached is part one of a two part report on the preparation and certification of teachers, administrators, and other school personnel in Texas. Although much of the work on part two has been done, more time is needed for its completion. We trust that this time extension can be allowed.

To study the many facets of the changing needs in teacher education and certification in Texas has proven to be a gigantic and time consuming, although enjoyable, assignment. The present report gives primary emphasis to organizational structure and to standards for approval of institutions for undergraduate and graduate levels of preparation for teachers and other school personnel. Our second report will be concerned with the revision of standards for program approval at both the undergraduate and graduate levels.

TTW:cw

Enclosure: Report

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PREFACE TO REPORT

By early 1969, expressions of concern regarding needed changes in the preparation and certification of school personnel in Texas had become so pronounced that the State Board of Education decided action was necessary. Two groups were appointed to study the problems and to recommend required action. These groups were the Committee to Study Standards for Teacher Certification in Texas and the Commission to Study Standards for Preparation of School Administrators.

For several months the Committee and Commission worked separately; however, beginning in February, 1971, they began working as a single task force. Because of the problems common to both the certification of teachers and the certification of school administrators, and because of a developing awareness that the problems of certification were so widespread that all of certification and of teacher education required study, the Committee and Commission decided to unite and to attack the problems as one committee.

From February, 1971 through January, 1972, the total task force met almost every month for a two day session. Also during this time, numerous sub-committees attacked specific problems.

Although the Committee and Commission "is" broadly representative of the profession, of various philosophic viewpoints regarding teacher education, and of the State geographically, an unceasing effort was made to learn the "grass-roots" thinking of the State and to learn developments nation-wide. Several members made on-site observations of new developments in other parts of the Nation and made reports on their findings. Ideas from educators throughout the State were gathered by means of the STUDY GUIDE I Conferences, the STUDY GUIDE II Conferences, the approximately one-hundred position papers presented from throughout the State, and personal conferences by the members of the Committee and Commission with educators and teacher educators in their respective areas. Summaries of these expressions were studied by sub-committees and by the total task force. Finally, a report was made to the approximately one-thousand Texas educators and teacher educators participating in the Twenty-Fourth Annual Texas Conference on Teacher Education held in Fort Worth on October 24-26, 1971. Reactions gathered from the one-hundred small groups which discussed the report were compiled by a sub-committee and studied by the total membership of the Committee and Commission.

The Committee and Commission "has" considered at great length the general condition of teacher education and certification in Texas and studied in detail the Texas Educators Agency Bulletin 651, STANDARDS FOR TEACHER EDUCATION IN TEXAS.

The report presented at this time gives the position of the task force regarding teacher education and certification in Texas, recommendations of directions for the future, and proposed standards for institutional approval for both undergraduate and graduate levels of teacher education. The second part of the report will be concerned with specific programs for the preparation of teachers, administrators, and other school personnel. It is anticipated that the second part of the report can be ready within a few months.

Tom T. Walker, Director
Teacher Education and Certification

REPORT OF COMMITTEE AND COMMISSION ON THE PREPARATION AND CERTIFICATION OF TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL IN TEXAS

POSITION OF COMMITTEE AND COMMISSION

As a Committee and Commission, we have studied the problems of certification as seen from the broad view and participation of those involved in this State, from the particular views and problems of special groups and associations, and from the perspective of what is happening across the Nation. From this study, we find that:

The present standards for teacher education in Texas have served us well. These standards, as originally conceived in 1955, have led to tremendous improvement in the preparation of teachers and in the practice and growth of the teaching profession.

There are trends and ideas in education in this State and Nation which are being experimented with that go far beyond the present system and standards; and we believe the time has come for Texas to take some bold but carefully planned next steps in teacher education and certification.

RECOMMENDATIONS OF COMMITTEE AND COMMISSION

As a Committee and Commission, we recommend that the State Board of Education:

1. Issue an official statement of intent and direction for establishing a new cooperative structure for a competency-based program of certification.

2. Begin an immediate phasing in new structures with a great deal of flexibility, variety of experimental approaches, and carefully evaluated results with the continuation of an advisory group to assist in the development of the new system, procedures, and concepts.

3. Establish officially a five-year transition period for the development of the new program.

4. Instruct the State Board of Examiners for Teacher Education to begin immediately an interim operation by modifying present standards and allowing for experimentation and phasing in the new program.

5. Establish a small yet highly representative "Advisory Committee on Revision of Standards for Teacher Education and Certification in Texas" (see recommendation #2) to continue the roles of the Committee and Commission. This Advisory Committee should be continued during the five-year transition period; however, new members should be added to the Committee each year as some members rotate off.

6. Encourage the re-examination of position papers on teacher education and certification already presented in light of developments in competency-based teacher education.

   Individuals and special groups have presented position papers on teacher education and certification, and these have been given consideration by the Committee and Commission. The individuals and special groups presenting these papers should be encouraged to re-examine these positions in light of present developments in competency-based teacher education and in keeping with the position of the Committee and Commission regarding a competency-based program of certification. After the position papers have been rewritten, the new positions should be re-presented. Position papers from others interested in teacher education and certification should be encouraged.

7. Rewrite regularly Bulletin 651 to reflect changing thinking regarding teacher education and certification.

   As a Committee and Commission, we recognize that Bulletin 651, "STANDARDS FOR TEACHER EDUCATION IN TEXAS", should be regularly rewritten to reflect changing thinking regarding teacher education and certification. With this in view, considerable work has been done on this revision looking forward toward a competency- and performance-based teacher education program. The revision, which is the present standards with modifications, is designed to meet pressing needs for change, to give more opportunity for and visibility to participation by the profession in teacher education and certification, and to provide the opportunity for the development of competency-based programs. The revision should not be considered as a finished product but rather should be modified continuously throughout the transition period until the "Competency-Based Standards" are developed. During this

transition period, new programs based upon competency and performance and the revision of present programs should be encouraged from the colleges and universities. The Board of Examiners should be urged to permit considerable flexibility and experimentation during the transition period and to begin as soon as possible program approval on a competency and performance basis.

8. Petition the State Legislature to repeal those statutory requirements concerning the preparation and certification of public school personnel and to pass legislation reassigning these matters to the State Board of Education.

   We as a Committee and Commission in considering needed changes in teacher education and certification have constantly faced the impossibility of making these changes without first getting legislative changes. Since the State Board of Education meets each month and thus could be more responsive to the changing needs of Texas children, the Legislature should be petitioned to reassign matters regarding teacher education and certification to the State Board of Education.

9. Establish the proposed ORGANIZATION AND PROCEDURES FOR APPROVAL OF TEACHER EDUCATION PROGRAMS as the organization and procedures for approval of teacher education programs in Texas. See Exhibit A.

10. Establish the proposed STANDARDS FOR INSTITUTIONAL APPROVAL FOR UNDERGRADUATE LEVEL TEACHER EDUCATION IN TEXAS as the standards for institutional approval for undergraduate level teacher education in Texas. See Exhibit B.

11. Establish the proposed STANDARDS FOR INSTITUTIONAL APPROVAL FOR GRADUATE LEVEL PREPARATION OF SCHOOL PERSONNEL IN TEXAS as the standards for institutional approval for the graduate level preparation of school personnel in Texas. See Exhibit C.

EXHIBIT A

ORGANIZATION AND PROCEDURES FOR APPROVAL OF TEACHER EDUCATION PROGRAMS

The certification of teachers and other school personnel is based upon approval by the State Board of Education of institutions of higher learning for teacher preparation and of specific programs offered by the institutions.

Although the certification of teachers and other school personnel is legally a responsibility of the State, it is desirable that the State have continuous advice and counsel from the total profession, the schools, and the institutions of higher learning involved in teacher education in order that the total teacher education-teacher certification process may be kept responsive to the needs of the State. To facilitate such a process, the following organization and procedures operate:

A. STATE BOARD OF EDUCATION

(See E: ORGANIZATIONAL DIAGRAM)

1. Membership (Statutory).

   a. One member elected from each Congressional district established by law to serve for a period of six years. (TEXAS EDUCATION CODE: Sec. 11.21; Sec. 11.22)

2. Functions Related to Teacher Education and Certification (Statutory).

   a. To prescribe rules and regulations for certification. (TEXAS EDUCATION CODE: Sec. 11.26.a.8; Sec. 13)

   b. To approve institutions for teacher education. (TEXAS EDUCATION CODE: Sec. 13)

   c. To approve programs for certification. (TEXAS EDUCATION CODE: Sec. Sec. 13)

B. STATE BOARD OF EXAMINERS FOR TEACHER EDUCATION

(See E: ORGANIZATIONAL DIAGRAM)

1. Membership.

   a. Twenty-one members.

      (1) State Commissioner of Education, ex-officio, Chairman, voting.

      (2) Six teachers.

      (3) Five college representatives.

      (4) Four public school administrators.

      (5) Five representatives-at-large of the organized profession nominated by the State Commission for Professional Competencies.

      (6) One liaison staff member from the Coordinating Board, Texas College and University System, non-voting, named by the Commissioner of Higher Education.

   b. Appointed by the State Commissioner of Education.

   c. Term of Office.

      (1) Two years.

      (2) One-half of membership appointed each year.

      (3) Eligible for not more than one successive reappointment.

2. Functions.

   a. To inventory, review, and make recommendations on (1) Agency standards required of approved colleges/universities, (2) Agency procedures used in approving college/university programs, and (3) Agency administration of teacher certification.

   b. To evaluate and report on college/university practices in their application of teacher education standards.

   c. To serve as an advisory body on approval of individual colleges/universities applying for teacher education.

   d. To serve as an advisory body on approval of programs of teacher education applied for by individual colleges/universities.

e. To serve as the initial appeals body for teacher education and certification.

f. To receive recommendations from the State Commission on Professional Competencies.

g. To review teacher education and certification and recommend changes to improve teacher preparation in Texas.

h. To analyze current public reports containing recommendations on teacher education and certification in order to establish any relevancy such recommendations may have toward improving teacher preparation in Texas.

C. STATE COMMISSION FOR PROFESSIONAL COMPETENCIES

(See E: ORGANIZATIONAL DIAGRAM)

1. Membership.

a. Thirty members - total.

(1) Twenty-four members appointed by the State Commissioner of Education.

(a) Six college representatives.

(b) Ten teachers representative of various levels and specialties.

(c) Two instructional support personnel.

(d) Six public school administrators.

(2) Ex-officio members with full voting privileges selected by the appointed members of the Commission.

(a) Six individuals currently serving as the presidents of professional organizations.

b. Appointment.

(1) Twenty-four appointed members.

(a) Appointed by the State Commissioner of Education.

(b) The State Commissioner of Education may receive nominations for membership to the Commission from professional associations for any or all categories of the membership.

(2) Six Ex-officio Members.

(a) Ex-officio members serve on the Commission for the duration of their term as president of the designated professional organization.

(b) Ex-officio members have full voting membership on the Commission during their term of office.

(c) An ex-officio member's term of office expires at the first regularly scheduled meeting of the Commission following the expiration of his term of office as president of his professional organization.

(d) The Commission will designate annually the six professional organizations, the presidents of which will serve as members of the Commission, based upon such criteria as membership, representation, rotation, specialization, balance, etc.

c. Term of Office.

(1) Twenty-four appointed members.

(a) Two-year terms.

(b) Eligible for not more than one successive reappointment.

(c) A member who changes from one category to another during his term of appointment will continue his appointed term as a representative of that category; however, he may not be reappointed as a representative of the original category.

(2) Functions.

(a) To receive information, position statements, and recommendations concerning professional competencies from the various professional associations.

(b) To identify a system of competencies for the various categories of teaching performance.

(c) To recommend state-wide competency guidelines to the State Board of Examiners for Teacher Education.

(d) To nominate to the State Commissioner of Education for the Board of Examiners for Teacher Education the professional organization representatives to serve on the State Board of Examiners for Teacher Education (not fewer than three nominations for each position).

D. LOCAL COOPERATIVE TEACHER EDUC[illegible]NTER

(See E: ORGANIZATIONAL DIAGRA[illegible]

The Local Cooperative Teacher Education Center is a cooperative effort of the initiating college or university or consortium of colleges/universities, the local school district (LEA) or consortium of school districts, and the local professional organization(s). During the five-year transitional period experimentation with various types of local organizational structure is to be encouraged.

Senate Bill 8 implementation is to be the basic minimum requirement of the Local Cooperative Teacher Education Center. In addition, it will have representation of local professional association(s) selected by the college/university in consultation with the local school district. (The college/university will take the leadership in working out a plan for the selection of the local professional association representative.)

I. Organization.

a. Initiative for organization to be the responsibility of a college/university.

b. Organization to be based upon the minimum requirements of Senate Bill 8 -- Contractual agreement between a college/university and a local school district.

c. Participating members to be one or more colleges and/or universities, one or more local school districts and one or more local professional organizations.

d. Local professional organizations invited to participate are selected by the college/university membership in consultation with the local school district membership.

2. Membership.

a. Composition.

(1) Representative(s) from one or more colleges/universities.

(2) Representative(s) from one or more local school districts.

(3) Representative(s) from one or more local professional organizations.

b. Appointment.

(1) College/university representative(s) is appointed by the institution represented and serves at the pleasure of the institution.

(2) LEA representative(s) is appointed by the school district represented and serves at the pleasure of the district.

(3) Professional Organization representative(s) is appointed by the professional organization chosen by the college/university to be represented and serves at the pleasure of the professional organization.

c. Number.

(1) Number from each center member to be determined by the Center Agreement.

(2) Total to vary in keeping with number of members of the Center.

d. Term of Office.

(1) To be determined by the Center Agreement.

e. Functions.

(1) Serve as a base for studying local teacher education program needs.

(2) Plan with the local school district the facilities, supplies, equipment and services provided by the local school district for student teaching and paid for with the $50 per supervising teacher as provided in Senate Bill 8.

(3) Advise the college(s)/university(s) on matters regarding teacher education/certification programs.

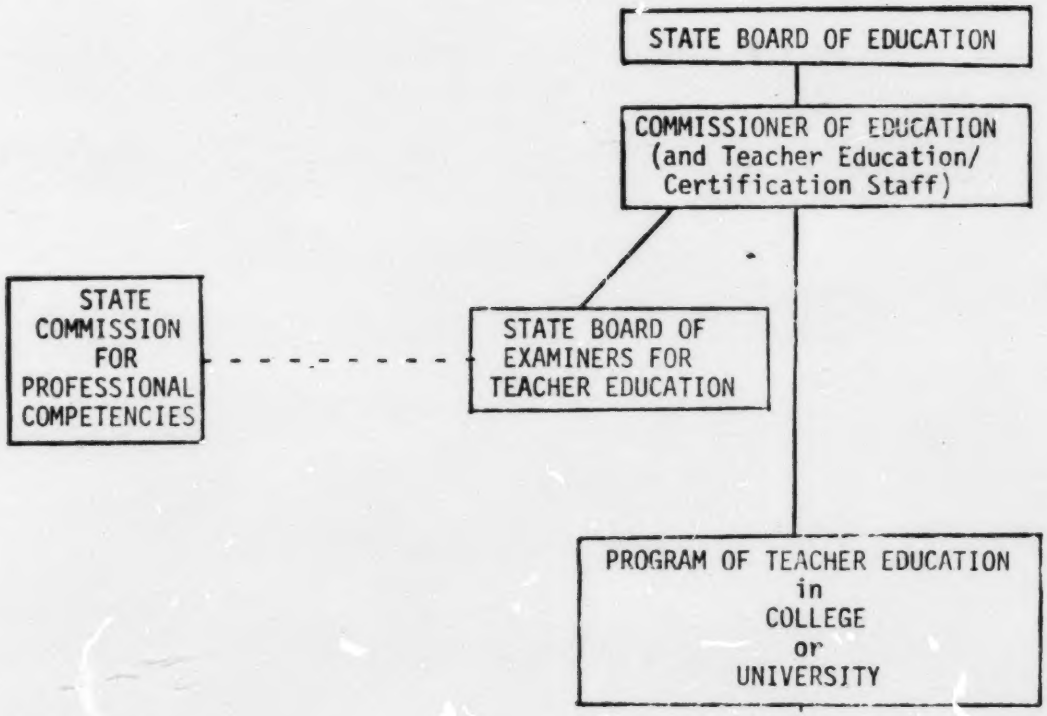
(4) Advise the local school districts on matters regarding student teaching and field experiences for teachers in preparation.

(5) Advise the local school districts and college(s)/ university(s) on in-service programs for student teaching supervisors.

(6) Recommend the total in-service programs for student teaching supervisors.

(7) Recommend the supervising teachers (employees of the districts), to serve in the student teaching program.

E. ORGANIZATIONAL DIAGRAM - Revised


STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION (and Teacher Education/ Certification Staff)
STATE COMMISSION FOR PROFESSIONAL COMPETENCIES
STATE BOARD OF EXAMINERS FOR TEACHER EDUCATION
PROGRAM OF TEACHER EDUCATION in COLLEGE or UNIVERSITY

L E G E N D

A College(s) and/or University(ies)

B LEA School Districts, Education Service Center (Resource)

C Local Representatives of Professional Educational Organizations

_____ Policy

- - - - - - Advisory

EXHIBIT B

STANDARDS FOR INSTITUTIONAL APPROVAL FOR
UNDERGRADUATE LEVEL TEACHER EDUCATION IN TEXAS

STANDARD I. GENERAL STRENGTHS AND BASIC CONSIDERATIONS

A. GENERAL STRENGTHS

The institution seeking approval for undergraduate level teacher preparation shall be a fully accredited degree granting institution of at least the baccalaureate degree level. To verify this standard, the institution shall present evidence that:

1. It is a degree granting institution of at least the baccalaureate degree level.

2. It is fully accredited by the regional accrediting association.

B. FINANCIAL SUPPORT

The institution seeking approval for undergraduate level teacher preparation shall provide financial support adequate for sustaining a program of teacher preparation. To verify this standard, the institution shall present evidence that:

1. The financial support provided for teacher education compares favorably to that provided for other professional programs of the institution when compared on the basis of credit hours produced.

2. The financial support provided for teacher education is sufficient to develop and sustain the program for developing the competencies for teaching as adopted for the program.

3. The financial support provided for teacher education is sufficient to encourage experimentation and program development necessary in preparing teachers for tomorrow's schools.

4. The financial support provided for teacher education is adequate to provide laboratory and field experiences necessary for the student to achieve the competencies for teaching as adopted for the program.

C. GENERAL INSTITUTIONAL ORGANIZATION FOR TEACHER PREPARATION

The institution seeking approval for undergraduate level teacher preparation shall be sufficiently committed to teacher education to provide an organizational structure which assures proper climate for teacher preparation program development. To verify this standard, the institution shall present evidence that:

1. It provides an organizational structure which vests responsibility for the initiation, development, determination, coordination, evaluation, and administration of the total teacher preparation program in the professional education faculty of the institution.

2. The preparation of teachers is a responsibility coordinated and administered by the Dean of Education, Chairman of Education, or Director of Teacher Education of the institution.

3. All approved teaching field programs and areas of specialization are developed under the leadership of the teacher education component of the institution with cooperative advisement from the academic area department offering the teaching field and from the school level for which teachers are to be prepared.

4. The institutional student advisement system provides for advisement by the teacher education component of all individuals preparing to become teachers.

5. A procedure is provided for approval of all teacher education students before recommendation to the Texas Education Agency for certification.

6. The recommendations for certification made to the Texas Education Agency are made from a single office of the education component vested with the responsibility and authority for making such recommendations.

7. The internal organizational structure provides for the teacher education component of the institution, status comparable to that provided for other professional programs of the institution.

STANDARD II. CURRICULA FOR UNDERGRADUATE PROGRAMS

A. DESIGN OF CURRICULA

The institution seeking approval for undergraduate level teacher preparation shall provide teacher education curricula based upon objectives reflecting the institution's concept of the teacher's role and of the role of education in society. To verify this standard, the institution shall present evidence that:

1. A clearly defined role of the educational professional has been endorsed by the faculty.

2. Each teacher education program is designed to achieve specific objectives.

3. Each curriculum in teacher education provides experiences designed to include the elements identified in the standards and to develop the essential competencies.

B. SYSTEMIC PROGRAM

The institution seeking approval for undergraduate level teacher preparation shall assure that it provides a systemic program of teacher education. To verify this standard, the institution shall present evidence that:

1. It provides a program of teacher education which encompasses the total experience extending from initial institutional admission to graduation, placement, and follow-up.

2. The program of teacher preparation is designed to make it evident that its general education, pre-professional studies, professional studies, and content for the teaching specialty are designed as parts of a whole program of preparation for public school positions rather than as separate entities.

3. The program of teacher preparation including general education, pre-professional studies, professional studies, and content for the teaching specialty are designed to accomplish designated and specific competencies.

4. A clearly defined procedure insures appropriate care in approving transfer work from other institutions which will apply to teacher education to assure that such work is of sufficient level and quality to meet the competency requirements of approved programs.

C. ADEQUACY OF GENERAL EDUCATION

The institution seeking approval for undergraduate level teacher preparation shall provide a general education program adequate to support the teacher education component of the institution. To verify this standard the institution shall present evidence that:

1. It offers courses required of teachers by Texas statutes.

2. It offers a general education program designed to support teacher education.

D. DESIGN OF GENERAL EDUCATION

The institution seeking approval for undergraduate level teacher preparation shall provide a general education program designed to develop basic competencies required for a teacher. To verify this standard, the institution shall present evidence that:

1. It has identified and adopted basic competencies for the teacher which are to be achieved during the general educational program.

2. The profession has participated in the development of the competencies to be achieved in the general education program.

3. It has developed its requirements in general education for teacher education students on the basis of the agreed upon competencies.

4. It has an operational process for gathering information from students, employers, etc., indicating the extent to which the agreed upon competencies are met through the general education program required of teacher education students.

5. Its program of general education is so designed that the teacher education program has a behavioral science base.

E. MULTI-CULTURAL EMPHASIS

The institution seeking approval for undergraduate level teacher preparation shall design its program of general education so that each student recommended for certification shall have a knowledge and understanding of the multi-cultural society of which he is a part. To verify this standard, the institution shall present evidence that:

1. Its program of general education is designed to give emphasis to the multi-cultural aspects of society.

2. Each student recommended for certification has a knowledge and understanding of our multi-cultural society.

F. THE TEACHING SPECIALTY

The institution seeking approval for undergraduate level teacher preparation shall provide teaching specialty curricula which are designed for Texas public school positions and which include the study of the content to be taught to pupils and supplementary information to provide for perspective and flexibility in teaching. To verify this standard, the institution shall present evidence that:

1. The teaching specialty curricula are designed for Texas public schools positions.

2. The program of study for each prospective teacher includes both content and supplementary information for the teaching specialty.

3. The judgment of the faculty in the teaching specialty, the faculty in teacher education, and public school cooperating teachers is reflected in the selection of courses, experiences, and activities for teacher education students in their teaching specialty curricula.

4. A systematic effort is made to keep the content of the respective teaching specialities current with developments in the appropriate disciplines as related to curriculum in public schools.

G. PROFESSIONAL STUDIES

The institution seeking approval for undergraduate level teacher preparation shall provide a curriculum in professional studies designed to provide competencies, understandings, and knowledge of the student, the school setting, learning activities, and teaching strategies for the level for which the student is preparing to teach. To verify this standard the institution shall present evidence that:

1. The program of study includes the acquisition of knowledge and understandings of the student both in school and in society.

2. The program of study includes the acquisition of competencies for working with students.

3. The professional studies include knowledge, understandings, and competencies in dealing with the school as an institution and as a part of the total societal setting.

4. The teacher education student is provided with experiences enabling him to design appropriate learning activities and develop effective teaching strategies for the level for which he is preparing to teach.

5. The study of teaching and learning theory includes appropriate laboratory and clinical experiences.

6. A planned sequence of professional laboratory experiences designed for the student to master teacher competencies which can be developed apart from the actual classroom situation is a regular part of the program of teacher preparation for each student.

7. Adequate teacher education laboratories are provided.

H. FIELD EXPERIENCES

The institution seeking approval for undergraduate level teacher preparation shall provide as a part of the professional component a planned sequence of field experiences in a school setting at the level(s) for which the student is preparing to teach. To verify this standard the institution shall present evidence that:

1. All teacher education students participate in a planned sequence of professional field experiences which includes student teaching and related field experiences.

2. Admission to student teaching has as a prerequisite a planned sequence of experiences of working with children or youth in the public school setting.

3. Each teacher education student participates in an elementary/secondary teaching situation long enough to develop competencies to perform the responsibilities of a professional and this participation is for at least eight weeks on a full-day basis or sixteen weeks on a half-day basis, the half-day consisting of at least three consecutive hours.

4. The student teaching experience is at the school level(s) for which recommendation for certification is to be made.

5. Student teaching is designed to provide the experiences necessary for developing basic teacher competencies.

6. The planned sequence of professional field experiences is designed cooperatively by the institution of higher learning, the cooperating school district(s), and the profession.

7. A specific policy of responsibility for supervision has been agreed to by the institution of higher learning and the school system providing the field experiences.

8. The field experience (student teaching) is provided in a school fully accredited by the Texas Education Agency.

9. The number of student teachers assigned to a school is limited to the availability of qualified Cooperating (Supervising) Teachers.

10. The field experience (student teaching) is sufficiently supervised to guarantee that the needs of the pupils in the learning situation are adequately met.

11. The field experience (student teaching) program is in keeping with Texas statutes which address themselves to the subject.

12. The school system provides adequate time for the Cooperating (Supervising) Teacher to provide the supervision agreed upon by the school system and the institution.

13. The institution of higher learning provides adequate time for the College Supervisor to provide the supervision agreed upon by the school system and the institution.

14. The institution and the school system accepting student teachers shall maintain an orientation and a continuing education program for both College Supervisors and Cooperating (Supervising) Teachers.

STANDARD III. FACULTY FOR UNDERGRADUATE PROGRAMS

A. TEACHING FIELD FACULTY

The institution seeking approval for undergraduate level teacher preparation shall provide faculty members of sufficient quality and numbers in all fields for which it is seeking approval for preparing teachers to support the competencies of the program of teacher education. To verify this standard, the institution shall present evidence that:

1. Each area of teacher preparation specialization has sufficient full time qualified faculty members to insure student contact with a variety of viewpoints.

2. At least one faculty member in each teaching field specialization holds an earned doctorate or other terminal degree in his area of specialization.

3. Each faculty member teaching courses included as a part of the teaching field specialization holds at least an earned master's degree in his field of assignment.

4. At least thirty percent (30%) of the work provided in the teaching field specialization for an approved program of teacher education is taught by people with an earned doctorate or other terminal degree in the area of assignment.

B. PROFESSIONAL FACULTY

The institution seeking approval for undergraduate level teacher preparation shall provide a professional education faculty of sufficient quality and numbers to support the defined competencies and to develop additional competencies as needed in the teacher education program. To verify this standard, the institution shall present evidence that:

1. The professional component of the teacher education program is staffed with sufficient full-time qualified faculty members to insure student contact with a variety of viewpoints.

2. All members of the professional education faculty regularly participate in the programs and activities of schools of the level(s) for which they are preparing teachers.

3. The head of the teacher education component (Dean of Education, Chairman of Education, or Director of Teacher Education) holds an earned doctorate with appropriate preparation in professional education.

4. The faculty member responsible for directing each program of teacher education specialization possesses an earned doctor's degree with appropriate preparation in professional education.

5. Each faculty member who teaches professional education courses holds at least an earned master's degree with specialized preparation in his area of instruction.

6. The head of the teacher education component has an appropriate background of involvement in public education.

7. The director of an area of specialization for a teacher education program has appropriate experience on the level for which he is preparing teachers.

8. Each faculty member identified with courses offered in professional education is fully qualified in the area of his principal teaching assignment.

9. At least thirty percent (30%) of the work provided in professional education is taught by people holding the earned doctorate.

10. The professional component of each teacher preparation program for which approval is sought is staffed by members who have appropriate preparation and experience at the school level for which the students are being prepared.

11. The total faculty work load in teacher education is consistent with standards of state and regional accreditation associations.

12. The total faculty work load of faculty members engaged in teacher education is comparable to that of faculty members in other departments or programs of the institution.

13. The class structure and size are such as to allow the preparation necessary for effective teaching.

14. The responsibilities of the department head or chairman are equated in terms of the size and the nature and extent of responsibilities of the department.

15. The head of the teacher education component is active in current educational efforts.

16. The head and/or the person responsible for directing teacher education is provided the necessary time as a regular part of his faculty schedule to give leadership to the teacher education program.

17. In situations placing the major supervisory responsibility upon the college supervisor, the college supervisor receives at least one-half semester hour teaching credit for supervising each student to insure that he has sufficient time to work with the student teacher.

18. Distance from campus of student teacher assignment is given consideration in determining student teacher supervisory load.

STANDARD IV. STUDENT AND STUDENT DEVELOPMENT SERVICES

A. STUDENT AND STUDENT DEVELOPMENT SERVICES

The institution seeking approval for undergraduate level teacher preparation shall provide an organized and coordinated program of student development services for teacher education which identifies the teacher education student; aids in the personal growth and development of the student; facilitates the vocational, educational, and personal choices of each student; identifies the teacher education student; extends guidance throughout the teacher education programs; provides information to potential employers about the potential of the graduate; and provides evaluation of the program on the performance of the graduate. To verify this standard, the institution shall present evidence that:

1. It provides an organized, continuous and coordinated program of student development services for teacher education students.

2. It provides for the personal growth and development of each student on both a group and an individual basis.

3. It provides current and realistic information for students regarding preparation, supply, demand, and career opportunities in the education profession.

4. It provides for students to learn about the value of professional organizations, professional practices, and ethical expectations of the profession and about the legal responsibilities of the professional.

5. It identifies the teacher education student early enough in his college experience to make possible guidance by the professional education faculty.

6. It is coordinated by a qualified person(s).

7. It includes central information gathering procedures which make current data concerning students accessible to all persons who serve as student advisors or counselors.

8. It includes counseling services to assist students in the appraisal of personal potentialities, diagnosis of needs, and referral for remedial services.

9. It provides services which assist teacher education graduates in locating available positions.

10. It provides services which make available to school districts information about the potential of teacher education graduates.

11. It insures that follow-up activities are in operation to ascertain the teacher's performance after initial placement in a professional assignment.

12. It includes a systematic program of admission, recycling, directing, redirecting, and retention in teacher education.

13. Admission to teacher education, retention in teacher education, recycling in teacher education, redirecting from teacher education, and evaluation for certification are based on competency based criteria.

14. Realistic and workable policies govern admission and retention of students in teacher education.

15. The policies of admission to and retention in teacher education guarantee a high quality student in the program.

16. Retention policies guarantee a high standard of teacher performance for certification recommendation, yet are administered judiciously.

17. It has realistic and workable policies for recycling teacher education students into other fields when this is deemed advisable.

18. It has realistic and workable policies of follow-up evaluation of teacher education students on the job.

19. That the follow-up program of product evaluation is performance based in nature.

20. It makes certain that the evaluation regarding the performance of teachers and other educational professionals is made available to the teacher education faculty and others responsible for the preparation of educational professionals for use in program development.

STANDARD V. RESOURCES AND FACILITIES FOR UNDERGRADUATE PROGRAM

A. PHYSICAL FACILITIES

The institution seeking approval for undergraduate level teacher preparation shall provide the variety of physical facilities necessary for achieving the competencies of the teacher education program of the institution. To verify this standard, the institution shall present evidence that:

1. The physical facilities provided for teacher education are at least equal to those provided for other professional areas of study.

2. The physical facilities provided for professional education adequately facilitate the current program provided in teacher education.

B. INSTRUCTIONAL SUPPORT SERVICES

The institution seeking approval for undergraduate level teacher preparation shall provide suitable library and instructional equipment, materials, services and staff to support adequately the defined competencies to be achieved in a continually developing teacher preparation program. To verify this standard, the institution shall present evidence that:

1. Suitable and adequate instructional media are available to all instructional staff.

2. Suitable instructional media in each teaching field are available to instructional staff.

3. The teacher education student is provided experiences which will insure proficiency in the use of media materials and hardware commonly used at the school level for which he is preparing.

4. The teacher education component has at least one person qualified to work with teacher education students in developing instructional media competencies.

5. A well equipped instructional media laboratory is accessible to faculty and students.

6. Its library at least equals the general minimum requirements of the regional accrediting association.

7. The library staff is adequate in number and professional preparation to provide the services needed for the requirements in teacher education.

    a. Adequacy in number is determined on the basis of having at least one professionally prepared librarian and one clerical staff member with one additional professionally prepared librarian and one clerical staff member for each additional 500 students enrolled (full-time equivalent) or major fraction thereof above 500.

    b. Adequacy in professional preparation is determined on the basis of the individual holding a five-year degree in library science or is a subject specialist with a graduate degree assigned to a special collection.

8. The education collection, whether housed in a main library, an education library or a curriculum library is adequately staffed to serve efficiently the program requirements in teacher education.

    a. Adequacy in number is determined on the basis of having at least one professionally prepared librarian and one clerical staff member for each 500 students or major fraction thereof enrolled (full-time equivalent) in teacher education programs.

    b. Adequacy in professional preparation is determined on the basis of the individual holding a five-year degree in library science or a graduate degree in education.

9. The teaching faculty in teacher education is actively involved in library and media acquisitions.

10. The library or curriculum library holdings contain an adequate numbers of well balanced and currently updated books and other resource materials widely selected in all areas of specialization in professional education for which approval is requested.

a. Adequacy in number of microforms in professional education such as the ERIC collection is determined on the basis of full-time equivalency enrollment in teacher education.

b. Adequacy in number of periodicals in professional education is determined on the basis of full-time equivalency enrollment in teacher education programs; however, in no case is there to be fewer than 75 current titles which are listed in the Education Index.

c. Adequacy in number of books in professional education is determined on the basis of having at least five volumes per student enrolled (full-time equivalent) in teacher education; however, in no case is there to be fewer than 5,000 volumes.

d. Adequacy of other resource materials will be determined on the basis of having available for teacher education students such materials as current pamphlets related to education, current curricular materials, current tests and testing aids and other materials needed for use in the teacher education program.

e. Adequacy in number of books in children's literature for an institution seeking approval for preparation of early childhood and/or elementary school level teachers is determined on the basis of students enrolled in these programs; however, in no case is there to be fewer than 2,500 volumes in child literature.

f. Adequacy in number of books in adolescent literature for an institution seeking approval for preparation of middle school and/or secondary school level teachers is determined on the basis of students enrolled in these programs; however, in no case is there to be fewer than 2,500 volumes in adolescent literature and including all classified subject areas.

11. The library or curriculum library contains the current-adoption textbooks and textbook materials for all grade levels in each teaching field specialization for which the institution is approved.

12. The library holdings contain an adequate number of well-balanced and currently updated books and other resource materials in each area of teaching specialization for which the institution seeks approval for teacher preparation.

13. The library and its materials is centrally located in accessible facilities adequate to meet the needs of the teacher education program.

14. The budget for instructional services is adequate to supply the needs of the teacher education program and is at least on a par with that provided other professional programs of the college/university.

STANDARD VI. EVALUATION, PROGRAM REVIEW, AND PLANNING

A. EVALUATION, PROGRAM REVIEW AND PLANNING

The institution seeking approval for undergraduate level teacher preparation shall reflect in its program the impact of the information gathered through evaluation of the performance of its teacher education graduates. To verify this standard, the institution shall present evidence that:

1. The organizational structure of the institution encourages continuous re-evaluation and development of the teacher education program.

2. The information gained from the follow-up evaluation is used in continuous improvement activity of the total teacher education program.

3. It provides adequate evidence of participation by the faculty, students, graduates, and practicing professionals outside the institution in the evaluation of the product.

4. It presents evidence that the advice of practicing professionals is reported to the institution in a systematic way.

EXHIBIT C

STANDARDS FOR INSTITUTIONAL APPROVAL FOR GRADUATE LEVEL PREPARATION OF SCHOOL PERSONNEL IN TEXAS

STANDARD I. GENERAL STRENGTHS AND BASIC CONSIDERATIONS

A. GENERAL STRENGTHS

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall be a fully accredited degree granting institution of at least the degree level(s) for which certificate programs are requested. To verify this standard, the institution shall present evidence that:

1. It is a degree granting institution of at least the level(s) for which certification programs are requested.

2. It is fully accredited by the regional accrediting association for offering work at the level(s) of the program(s) requested.

B. FINANCIAL SUPPORT

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide financial support adequate for sustaining a program at the level(s) for which certificate programs are requested. To verify this standard, the institution shall present evidence that:

1. The financial support provided for teacher education compares favorably to that provided for other professional programs of the institution when compared on the basis of credit hours produced.

2. The financial support provided for teacher education is sufficient to develop and sustain a program for developing the educational competencies adopted for the program.

3. The financial support provided for teacher education is sufficient to encourage experimentation and program development necessary in preparing personnel for tomorrow's schools.

4. The financial support provided for teacher education is adequate to provide laboratory and field experiences necessary for the student to achieve the competencies as adopted for the program.

C. GENERAL INSTITUTIONAL ORGANIZATION FOR TEACHER EDUCATION

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall be sufficiently committed to teacher education to provide an organizational structure which assures proper climate for teacher preparation program development. To verify this standard, the institution shall present evidence that:

1. It provides an organizational structure which vests responsibility for the initiation, development, determination, coordination, evaluation, and administration of the total teacher preparation program in the professional education faculty of the institution.

2. The preparation of teachers and other school personnel is a responsibility coordinated and administered by the Dean of Education, Chairman of Education, or Director of Teacher Education of the institution.

3. All approved programs and areas of specialization are developed under the leadership of the teacher education component of the institution with cooperative advisement as needed from the academic area department offering the courses and from the school level for which teachers are to be prepared.

4. The institutional student advisement system provides for advisement by the teacher education component of all individuals preparing for certification.

5. A procedure is provided for approval of all teacher education students before recommendation fo the Texas Education Agency for certification.

6. The recommendations for certification to the Texas Education Agency are made from a single office of the education component vested with the responsibility and authority for making such recommendations.

7. The internal organizational structure provides for the teacher education component of the institution status comparable to that provided for other professional programs of the institution.

STANDARD II. CURRICULA FOR GRADUATE PROGRAMS

A. DESIGN OF CURRICULA

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall design each program to accomplish objectives reflecting the institution's concept of the professional's role and the role of education in society; to allow the student to acquire the competencies required of the professional in this role; to include the academic studies, supplementary knowledge, professional studies, and laboratory and clinical experiences necessary for achieving these competencies. To verify this standard, the institution shall present evidence that:

1. Clearly defined roles of the educational professionals being prepared have been endorsed by the faculty.

2. It has identified and adopted basic competencies necessary for the preparation of professionals for these roles.

3. The profession has participated in the development of the list of competencies necessary for the professional.

4. Each program is designed to achieve specific objectives.

5. Each curriculum provides experiences designed to develop the essential competencies.

6. The program of study for each prespective professional includes the academic studies, supplementary information, professional studies, and laboratory and clinical experiences necessary for achieving the essential competencies.

7. The program of study for each professional includes the acquisition of knowledge and understanding of the student both in school and in society.

8. The professional studies include knowledge, understandings, and competencies in dealing with the school as an institution and as a part of the total societal setting.

9. Its program is so designed that the program(s) of professional preparation has a behavioral science base.

10. Adequate laboratory experiences are provided.

11. The professional laboratory experiences are designed in keeping with the professional performance needs of the practitioner.

12. Adequate intern or field experiences are provided.

13. Intern or field experience is provided in a school fully accredited by the Texas Education Agency.

14. It has in operation a workable process for gathering information from students, employers, etc., indicating the extent to which the agreed upon competencies are met through the various programs.

B. SYSTEMIC PROGRAM

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall assure that it provides a systemic program of professional preparation. To verify this standard, the institution shall present evidence that:

1. It provides a program of teacher education which encompasses the total program experience extending from initial institutional admission to graduation, placement, and follow-up.

2. The program of teacher preparation is designed to make it evident that its program prerequisites, pre-professional studies, professional studies, and content for the specialty are designed as parts of a whole program rather than as separate entities.

3. The programs include program prerequisites, pre-professional studies, professional studies, and content for the speciality and are designed to accomplish designated and specific competencies.

C. ADEQUACY OF GENERAL EDUCATION

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide an undergraduate level general education program adequate to support the graduate level teacher education component of the institution. To verify this standard, the institution shall present evidence that:

1. It offers courses required of teachers by Texas statutes.

2. It offers an undergraduate general education program designed to support its graduate level teacher education program.

D. MULTI-CULTURAL EMPHASIS

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall require that each student recommended for certification has a knowledge and understanding of the multi-cultural society of which he is a part. To verify this standard, the institution shall present evidence that:

1. Each student recommended for certification has a knowledge and understanding of our multi-cultural society.

2. Each student has had practical experience in dealing with cultural and ethnic groups other than his own.

STANDARD III. FACULTY FOR GRADUATE PROGRAMS

A. TEACHING FIELD FACULTY

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide faculty members of sufficient quality and numbers in all fields for which it is seeking approval to support the competencies of the program of teacher education. To verify this standard, the institution shall present evidence that:

1. Each area of specialization has sufficient full-time qualified faculty members to insure student contact with a variety of viewpoints.

2. Each faculty member teaching graduate courses in each teaching field specialization holds an earned doctorate or other terminal degree in his area of specialization. Any deviation from this standard must be justified by the institution.

3. A systematic effort is made to keep the content of the respective teaching specialities current with developments in the appropriate disciplines as related to the public schools.

B. PROFESSIONAL FACULTY

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide a professional education faculty of sufficient quality and numbers to support the defined competencies and to develop additional competencies as needed for the teacher education program. To verify this standard, the institution shall present evidence that:

1. The professional component of the teacher education program is staffed with sufficient full time qualified faculty members to insure student contact with a variety of viewpoints.

2. All members of the professional education faculty regularly participate in the programs and activities of schools of the level(s) for which they are preparing school personnel.

3. The professional education faculty possesses the competency to support the preparation program areas for which approval is sought.

4. Each faculty member teaching professional education courses holds an earned doctor's degree in his area of instruction. Any deviation from this standard must be justified by the institution.

5. Each faculty member identified with the professional education sequence has appropriate experience in a professional situation similar to that for which the students taking such work are being prepared.

6. Each faculty member identified with courses offered in professional education is fully qualified in the area of his teaching assignment.

7. The professional component of each program for which approval is sought is designed so that the students preparing for certification are enrolled in professional courses with a sufficient number of faculty members who have the required preparation and experience at the school level for which the students are being prepared.

8. The total faculty load in teacher education is consistent with standards of state and regional accreditation associations.

9. The total faculty work load of faculty members engaged in teacher education is comparable to that of faculty members in other departments or programs of the institutions.

10. The class structure and size are such as to allow the preparation necessary for effective teaching and for professional development.

11. The responsibilities of the department head or chairman are equated in terms of the size and the nature and extent of responsibilities of the department.

12. The director of teacher education is provided the necessary time as a regular part of his faculty load to give leadership to the graduate teacher education program.

13. The head of the teacher education component has an appropriate background of involvement with public education.

14. The head of the teacher education component is active in current educational activities.

STANDARD IV. STUDENTS AND STUDENT DEVELOPMENT SERVICES

A. STUDENT DEVELOPMENT SERVICES

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide an organized and coordinated program of student development services for teacher education which aids the personal growth and development of the students; facilitates the vocational, educational, and personal choices of each student; identifies the teacher education student; extends guidance throughout the teacher education programs; provides information to potential employers about the potential of the graduate; and provides evaluation of the program on the performance of the graduate. To verify this standard, the institution shall present evidence that:

1. It provides an organized, continuous, and coordinated program of student development services for teacher education students.

2. It provides for the personal growth and development of each student on both a group and individual basis.

3. It provides current and realistic information for students regarding preparation, supply, demand, and career opportunities in the education profession.

4. It provides for students to learn about the value of professional organizations, professional practices, and ethical expectations of the profession.

5. It is coordinated by a qualified person(s).

6. It includes central information gathering procedures which make current data concerning students accessible to all persons who serve as student advisors.

7. It includes counseling services to assist students in the appraisal of personal potentialities, diagnosis of needs, and referral for remedial services.

8. It provides services which assist teacher education graduates in locating available positions.

9. It provides services which make available to school districts information about the potential of teacher education graduates.

10. It insures that follow-up activities are in operation to ascertain the teacher's performance after initial placement in a professional assignment.

11. It includes a systematic program of admission, directing, and redirecting in the preparation of teachers and other educational professionals.

12. It makes certain that the evaluation regarding the performance of teachers and other educational professionals is made available to the teacher education faculty for use in program development.

B. STUDENT ADMISSION AND RETENTION

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide admission and retention policies for teacher education students to insure that the academic quality of the individuals recommended for certification is high. To verify this standard, the institution shall present evidence that:

1. Each student admitted to the graduate program possesses a bachelor's degree from a college/university accredited by a regional accrediting association.

2. Each student admitted to a program presents a transcript showing sufficient preparation for the program or has a plan for removing deficiencies.

3. Each student admitted to a graduate program has a minimum of C+ (2.5 on a scale with A equal to 4) grade-point average over the entire undergraduate program or has proven his qualifications by scores on an appropriate standardized examination(s) or has proven his qualifications by another means normally recognized by the institution.

4. Each student admitted to candidacy for a graduate degree related to certification has proven in residence at the institution his aptitude to accomplish work of graduate character.

5. Each student recommended for a certificate has at least a B average on all graduate work attempted.

6. Student admission and retention policies for teacher education students are equal to those of other graduate programs of the institution.

7. The organizational structure of the institution insures appropriate care in approving transfer work from other institutions which will apply to teacher education to assure that such work is of sufficient level and quality to meet the competency requirements of approved programs.

C. STUDENT LOAD

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide policies which insure that the loads carried by graduate students are reasonable. To verify this standard, the institution shall present evidence that:

1. The student load of the graduate student is lower than the normal undergraduate load.

2. The student load of individuals employed full time is not more than six semester hours or equivalent per semester.

3. The student load of graduate students is such that it encourages extensive reading, independent thinking, and appropriate individual research.

STANDARD V: RESOURCES AND FACILITIES FOR GRADUATE PROGRAM

A. PHYSICAL FACILITIES

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide the variety of physical facilities necessary for achieving the competencies of the teacher education program of the institution. To verify this standard, the institution shall present evidence that:

1. The physical facilities provided for teacher education are at least equal to those provided for other professional areas of study.

2. The physical facilities provided for professional education adequately facilitate the current program provided in teacher education.

B. INSTRUCTIONAL SUPPORT SERVICES

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall provide suitable library and instructional equipment, materials, services, and staff, to support adequately the defined competencies to be achieved in a continually developing teacher preparation program. To verify this standard, the institution shall present evidence that:

1. Suitable and adequate instructional media are available to all instructional staff.

2. Suitable instructional media in each teaching field are available to instructional staff.

3. The teacher education component has at least one person qualified to work with teacher education students in developing instructional media competencies.

4. A well equipped instructional media laboratory is accessible to faculty and students.

5. Its library at least equals the general minimum requirements of the regional accrediting association.

6. The library staff is adequate in number and professional preparation to provide the services needed for the program requirements in teacher education.

    a. Adequacy in number is determined on the basis of having at least one professionally prepared librarian and one clerical staff member with one additional professionally prepared librarian and one clerical staff member for each additional 500 students enrolled (Full-time equivalent) or major fraction thereof above 500.

    b. Adequacy in professional preparation is determined on the basis of the individual holding a five-year degree in library science or is a subject specialist with a graduate degree assigned to a special collection.

7. The education collection, whether housed in a main library, an education library, or a curriculum library is adequately staffed to serve efficiently the program requirements in teacher education.

a. Adequacy in number is determined on the basis of having at least one professionally prepared librarian and one clerical staff member for each 500 students or major fraction thereof enrolled (full-time equivalent) in teacher education programs.

b. Adequacy in professional preparation is determined on the basis of the individual holding a five-year degree in library science or a graduate degree in education.

8. The teaching faculty in teacher education is actively involved in library and media acquisitions.

9. The library or curriculum library holdings contain an adequate number of well balanced and currently updated books and other resource materials widely selected in all areas of specialization in professional education for which approval is requested.

a. Adequacy in number of microforms in professional education such as the ERIC collection is determined on the basis of full-time equivalency enrollment in teacher education.

b. Adequacy in number of periodicals in professional education is determined on the basis of full-time equivalency enrollment in teacher education programs; however, in no case is there to be fewer than 75 current titles which are listed in the Education Index.

c. Adequacy in number of books in professional education is determined on the basis of having at least five volumes per student enrolled (full-time equivalent) in teacher education; however, in no case is there to be fewer than 5,000 volumes.

d. Adequacy of other resource materials will be determined on the basis of having available for teacher education students such materials as current pamphlets related to education, current curricular materials, current tests and testing aids, and other materials needed for use in the teacher education program.

e. Adequacy in number of books in children's literature for an institution seeking approval for preparation of early childhood and/or elementary school level teachers is determined on the basis of students enrolled in these programs; however, in no case is there to be fewer than 2,500 volumes in child literature.

f. Adequacy in number of books in adolescent literature for an institution seeking approval for preparation of middle school and/or secondary school level teachers is determined on the basis of students enrolled in these programs; however, in no case is there to be fewer than 2,500 volumes in adolescent literature and including all classified subject areas.

10. The library or curriculum library contains the current-adoption textbooks and textbook materials for all grade levels in each teaching field specialization for which the institution is approved.

11. The library holdings contain an adequate number of well-balanced and currently updated books and other resource materials in each area of teaching specialization for which the institution seeks approval for teacher preparation.

12. The library and its materials is centrally located in accessible facilities.

13. The library facilities are adequate to meet the research and study needs of the graduate-level teacher education program.

14. The budget for instructional services is adequate to supply the needs of the teacher education program and is at least on a par with that provided other professional programs of the college/university.

STANDARD VI. EVALUATION, PROGRAM REVIEW, AND PLANNING

A. EVALUATION, PROGRAM REVIEW AND PLANNING

The institution seeking approval for graduate-level preparation of teachers and other school personnel shall reflect in its program the impact of the information gathered through evaluation of the performance of its teacher education graduates. To verify this standard, the institution shall present evidence that:

1. The organizational structure of the institution encourages continuous re-evaluation and development of the teacher education program.

2. The information gained from the follow-up evaluation is used in continuing improvement activity of the total teacher education program.

3. It provides adequate evidence of participation by the faculty, students, graduates, and practicing professionals outside the institution in the evaluation of the product.

4. It presents evidence that the advice of practicing professionals is reported to the institution in a systematic way.